DOCUMENT RESUME

ED 270 547 UD 024 952

| | |
|---|---|
| TITLE | William H. Taft High School Project HOLA 1984-1985. O.E.A. Evaluation Report. |
| INSTITUTION | New York City Board of Education, Brooklyn. Office of Educational Assessment. |
| PUB DATE | 86 |
| GRANT | G00-830-2149 |
| NOTE | 38p.; For the 1983-84 Evaluation Report, see ED 266 202. |
| AVAILABLE FROM | Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, NY 11201. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Academic Achievement; Acculturation; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; *Second Language Instruction; Staff Development; Urban Schools |
| IDENTIFIERS | New York City Board of Education |

ABSTRACT

In 1984-85, Project HOLA was in its second year of funding at William H. Taft High School in the Bronx, New York. HOLA serves Spanish-speaking students of limited English proficiency (LEP). Project goals include speedy acquisition of English skills, orientation to life in America, maintenance and improvement of Spanish skills and cultural knowledge, and eventual mainstreaming. Supported by Title VII, tax-levy, and Chapter I funds, Project HOLA includes student support services, staff development, and parent participation activities in addition to its instructional component. An evaluation of 1984-85 focused on progress made since the previous year's report, with special attention paid to policies and programs initiated. The evaluation indicated that Project HOLA is well on its way to meeting both short- and long-term objectives. Instructional and non-instructional services are provided as proposed and are highly valued by the school administration. Analysis of student achievement data showed that the program was highly successful in promoting achievement in English, native language, content areas, and elective courses. (KH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T.K. Minter
NYC Bd. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1984-1985

# OEA Evaluation Report

UD 024 952

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2149

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1984-1985

Principal:
Mr. Jimmie Warren

Director:
Mr. Dana S. Fishkin

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Floyd M. Hammack, Evaluation Consultant
Ana L. Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

## A SUMMARY OF THE REPORT

Project HOLA, in its second year of funding, provided instruction in English as a second language (E.S.L.), Spanish language skills, as well as bilingual instruction in mathematics, science, and social studies to 236 students of limited English proficiency (LEP) in grades nine through eleven. All project students were recent immigrants from Spanish-speaking countries or the Commonwealth of Puerto Rico. The students varied in English language proficiency, ability in their native language, and overall academic preparation.

The project's goal was to increase the acquisition of English through native- and second-language instruction. Mainstreaming occurred when students' performance on tests and in classes indicated that they were able to function within the mainstream curriculum of the school.

Title VII funds supported administrative support services staff. In addition, the project received support from tax-levy and Chapter I sources. Supportive services to project students included career and college counseling, individual counseling, field trips, special programs, and social activities. Development activities for staff members included monthly department meetings, on-site demonstration lessons, attendance at outside conferences, and college courses. Parental participation was encouraged by monthly meetings for parental orientation, and two awards presentations organized by program staff.

Project HOLA is well on its way to meeting both its short- and long-term objectives. Instructional and non-instructional services are being provided as proposed and are highly valued by the school administration, which is very supportive of the project.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, and social studies (teacher-made tests); Orientation to Life in America (O.L.A.), student skills, and career curricula (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Students tested with all levels of the CREST in both the fall and spring exceeded the program objective for mastering CREST skills.

--Gains for students tested with La Prueba de Lectura were statistically significant, thus meeting the program objective.

--The overall passing rate for mathematics, science, and social studies was 71.3, thus meeting the program objective. Achievement was highest in social studies and science.

--The overall passing rates in the O.L.A. courses were 78 percent in the fall and 71 percent in the spring, thus meeting the program objective.

--The overall passing rates on the E.S.L. study skills curriculum were 62 percent in the fall and 70 percent in the spring. Therefore, the objective was met in the spring.

--The overall passing rates on the E.S.L. career curriculum were 74 percent in the fall and 82 percent in the spring, thus meeting the program objective.

--The attendance rate of program students was significantly higher than the rate of the general school population, thus meeting the program objective.

The following recommendations are offered for possible project improvement:

--approaching A.P.s from the various content areas to allow teachers serving program students to attend program meetings instead of, or in addition to, their monthly academic department meetings;

--maintaining efforts to emphasize students' academic achievement, as well as reinforcing high expectations for students;

--continuing efforts to contact other Title VII and bilingual programs in the city, as well as forming a graduates' association.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.A. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| I. | INTRODUCTION | 1 |
| II. | STUDENT CHARACTERISTICS | 3 |
| III. | PROJECT DESCRIPTION | 9 |
| IV. | SHORT-RANGE OBJECTIVES | 11 |
| V. | LONG-RANGE OBJECTIVES | 26 |
| VI. | CONCLUSIONS AND RECOMMENDATIONS | 29 |

LIST OF TABLES


| | | PAGE |
|---|---|---|
| Table 1: | Number and Percent of Program Students by Country of Birth. | 5 |
| Table 2: | Time Spent in the Bilingual Program. | 6 |
| Table 3: | Number of Program Students by Age and Grade. | 8 |
| Table 4: | Results of the Criterion Referenced English Syntax Test. | 15 |
| Table 5: | Results of the Prueba de Lectura. | 20 |
| Table 6: | Passing Rates for Content-Area Subjects. | 22 |

PROJECT HOLA

WILLIAM H. TAFT HIGH SCHOOL

| | |
|---|---|
| Location: | 240 East 172 Street<br>Bronx, New York 10457 |
| Year of Operation: | 1983-1984, second year of funding |
| Target Language: | Spanish |
| Number of Participants: | Approximately 236, fall and spring |
| Principal: | Mr. Jimmie Warren |
| Project Director: | Mr. Dana S. Fishkin |

## I. INTRODUCTION

Project HOLA, in its second year of funding at William H. Taft High School, serves foreign- and Puerto Rican-born students who score below the twenty-first percentile on the Language Assessment Battery (LAB) test and whose Spanish language skills exceed their English language skills. All students served are from poor families, as demonstrated by eligibility for free lunches. The project's goals for its students include speedy acquisition of English skills and U.S. cultural orientation, maintenance and improvement of Spanish skills and cultural knowledge, and mainstreaming as quickly as is appropriate.

This report focuses on the progress the project has made since last year's report, with special attention to policies and programs initiated in the past year. In addition, it examines how well the program is meeting its short- and long-term objectives.

The program has been implemented and staffed as proposed. Under the supervision of the school's assistant principal (A.P.) for foreign languages, the project director and curriculum coordinator maintain the project's office and records, provide language testing for the entire school, coordinate student placement and course offerings, develop curriculum, arrange excursions, plan events, publish a newsletter, and provide informal counseling and advice for students.

During the past year, an educational assistant in the program completed teaching requirements and began teaching English as a second language (E.S.L.) classes. His place was taken by an educational assistant who used to carry out the secretarial duties. She works primarily in the classroom, but continues to help out with secretarial duties when time is available.

The available instructional staff includes ten E.S.L. teachers, five native language (Spanish) teachers, two bilingual mathematics teachers, including one full-time teacher in license, two bilingual social studies teachers, two bilingual science teachers, and four educational assistants. In addition, the school's bilingual guidance counselor supervises a Spanish-speaking family assistant.

## II. STUDENT CHARACTERISTICS

William H. Taft, a large, comprehensive high school, is in the northern part of the South Bronx. The surrounding area is heavily populated by poor black and Hispanic families. As noted in last year's report, the area is devastated, but not uniformly; several apartment buildings in the school's immediate vicinity have been renovated, with a good effect on the neighborhood's appearance. Still, a number of abandoned, boarded-up buildings and occupied buildings in need of repair and upkeep are within sight of the school.

The area is favored by recent immigrants from the Caribbean and Central and South America because it has many Spanish-speaking residents, familiar kinds of services, affordable housing, and good access to public transportation.

The school enrollment in 1984-85 was 2,887, down somewhat from last year's 2,932. The majority (52 percent) were of Hispanic origins, while 43 percent were black, four percent were of Asian/Pacific Island origins, and less than one percent were white. Three quarters of the students were eligible for free lunches. In academic achievement, only 16 percent were reading at or above grade level, and only 13 percent were at or above grade level in mathematics. Spanish was the home language of all of the 1,527 Hispanic students, of whom 566 (37 percent) were classified as of limited English proficiency (LEP).

After admission into the program on the bases of non-mainland birth, eligibility for the free lunch program, a score below the twenty-first

percentile on the LAB, and greater facility in Spanish than English, students were programmed each day into three E.S.L. courses (orientation to life in America, [O.L.A.], E.S.L., and skills) at appropriate levels from beginning to transitional. In addition, they took bilingually taught social studies, math, and science, and Spanish language arts classes, again at appropriate levels as determined by interviews, transcripts, and test results.

This year the program served 236 students in grades nine through eleven -- more than it did last year due to an influx of Puerto Rican students. There was also a large group of students from the Dominican Republic. Table 1 presents the program students by country of birth. While many of the program's students were newly arrived in the city, many were part of the regular flow of students from feeder junior high schools in the area. The director and curriculum coordinator visit these feeder schools in the spring to give tests and inform incoming students about the program. The program population is made up of students with no or very little experience in U.S. schools and those who have had a year or more of classroom instruction in New York City junior high schools. One hundred forty students (59 percent) were new to the program in September. Most of these students (78) were ninth graders, while 38 students were placed in the tenth grade, and 24 were placed in grade eleven (see Table 2).

TABLE 1

Number and Percent of Program Students by Country of Birth

| Country of Birth | Number[a] | Percent |
|---|---|---|
| Puerto Rico | 101 | 44 |
| Dominican Republic | 86 | 38 |
| Panama | 10 | 4 |
| Haiti | 6 | 2 |
| Other "Caribbean" | 3 | 1 |
| Cuba | 1 | less than 1 |
| Central and South America (country unspecified) | 22 | 10 |
| TOTAL | 229 | 100 |

[a]Data were missing for seven students.

- Almost half (44 percent) of the students were born in Puerto Rico. The next largest subgroups were students born in the Dominican Republic (38 percent) and Central and South America (10 percent).

TABLE 2

Time Spent in the Bilingual Program[a]

(As of June 1985)

| Time Spent in Bilingual Program | Number of Students Grade 9 | Grade 10 | Grade 11 | Total |
|---|---|---|---|---|
| <1 Academic Year | 1 | 2 | 0 | 3 |
| 1 Academic Year | 78 | 38 | 24 | 140 |
| 2 Academic Years | 8 | 34 | 33 | 75 |
| 3 Academic Years[b] | 1 | 4 | 13 | 18 |
| TOTAL | 88 | 78 | 70 | 236 |

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- One hundred forty students (59 percent) have been in the program for one year.
- Seventy-five students (32 percent) have been in the program for two years.

Most program students were behind their U.S.-born age cohorts in grade level. In fact, 52 percent of the students were overage for their grade placement. Juniors 19 and 20 years old were not uncommon (see Table 3). At the same time, these students were reportedly less likely than their U.S.-born counterparts to be turned off to school and to drop out, as evidenced by their better attendance patterns and class behavior. In all classes observed, these students were engaged and willing participants. They neither challenged the teachers' authority nor withdrew from class activities -- which may be largely attributable to teacher skill and good curriculum, but also reflects the positive attitude and behavior of the students.

TABLE 3

Number of Program Students by Age and Grade

| Age | Grade 9 | Grade 10 | Grade 11 | Total[a] |
|---|---|---|---|---|
| 13 | 0 | 1 | 0 | 1 |
| 14 | | 1 | 0 | 9 |
| 15 | | | 0 | 42 |
| 16 | 26 | | | 63 |
| 17 | 17 | 20 | | 60 |
| 18 | 7 | 10 | 22 | 39 |
| 19 | 0 | 4 | 8 | 12 |
| 20 | 0 | 2 | 3 | 5 |
| 21 | 0 | 1 | 2 | 3 |
| TOTAL | 87 | 77 | 70 | 234 |
| Overage Students | | | | |
| Number | 50 | 37 | 35 | 122 |
| Percent | 57 | 48 | 50 | 52 |

Note. Shaded boxes indicate expected age range for grade.

[a]Data were missing for two students.

- Fifty-two percent of the program students are overage for their grade.
- Grade nine has the highest percentage of overage students (57 percent).

## III. PROGRAM DESCRIPTION

Because the basic program was thoroughly described in last year's evaluation report, this section focuses on changes that have taken place since that report was written.

Foremost among the changes is a multifaceted attempt to improve students' academic performance. One component of this effort was to write letters to parents of students who failed two or more courses during any grading period. While the curriculum coordinator reported that parental response was less than hoped for, a number did respond, and the letter-writing campaign will continue next year.

Another part of this effort was to introduce academic criteria into the eligibility requirements for program-sponsored events. For example, students who had failed two or more courses were not allowed to go with their classmates on the major trip of the year, to Philadelphia. According to the curriculum coordinator, about half the students failed two or more courses during the first grading period. Fewer (about one-third) failed two or more subjects at the end of the first semester.

Staff members reported that in informal contacts with students they had been putting greater stress on the importance of academic achievement while still attempting to maintain a nurturing and supportive environment. An example of this combined effort was a new group of 16 students who were asked to become informal aides in the "official" classes to which most program students were assigned. These classes last about 20 minutes and include taking attendance, making announcements, and attending

to other school matters. This group, which decided to call itself the Bilingual Association of Student Educators (BASE), helps the official teachers with these housekeeping tasks. The student members were chosen for their general, rather than specifically academic, achievement. But at their last meeting of the year, they agreed after a major discussion to institute an academic criterion for membership.

Another change in program practices involved a more systematic way of maintaining student discipline. Each day students reported in need of closer supervision were given sheets listing classes they were taking; at the end of each class period, each student had the teacher sign the sheet signifying good behavior for that class. At the end of the day, the students had to return the sheets to the program director or curriculum coordinator. The sheet was carried for a specified number of days or weeks, depending on the nature of the infraction causing the penalty. This "sheeting" was seen by students as both an embarrassment and an inconvenience, since they were so closely and publicly monitored and had to go to the program office at the end of each day. Nevertheless, it represented an intermediate level of discipline because the school's dean and guidance counselor were not involved.

In addition, in response to a recommendation in last year's evaluation report, the program staff initiated efforts to form an association of Taft graduates who had participated in the previous Title VII project, Adelante, or the current one. Also, the program director and the curriculum specialist visited two other Title VII programs in the Bronx to discuss common problems such as increasing parental involvement.

## IV. SHORT-RANGE OBJECTIVES

This section is based on data taken from documents made available during a visit by the evaluation team, interviews, and observations, and an analysis of student achievement data. It also examines how well the program is meeting its short-term objectives as listed in its proposal.

Objective 1: Level 1 and 2 students will master an average of one objective per 20 days of treatment as measured by the Criterion Referenced English Syntax Test; Level 3 students will master an average of 0.8 objectives per 20 days of treatment.

All program students took two periods a day of E.S.L. classes. On the basis of students' records (if any) and program-administered tests and interviews, students were placed in one of five levels of E.S.L. and E.S.L. skills classes. In addition, students in their first year of the program were required to take the program-developed course, orientation to life in America (O.L.A.), which was taught in English using E.S.L. techniques. All these classes were offered in both the fall and spring semesters.

An advanced and a beginning E.S.L. skills class and an O.L.A. class were observed by the evaluation team. An American history class that had been scheduled to be observed was devoted that day to a discussion of substance abuse by two representatives of Bronx Lebanon Hospital. It was interesting to note that although the visitors were able and willing to speak in Spanish, the students asked them to make the presentation in English.

In the E.S.L. and O.L.A. classes, each teacher began by writing the day's objectives on the board, then followed by listing an activity to be undertaken immediately by the students -- a practice that is part of the instructional policy of the school.

In the O.L.A. class, Spanish and English were used about equally by the teacher. Students were somewhat more likely to use Spanish, even though the class exercise required English. Students worked on exercises on the board and answered questions from their desks. They were involved and willing participants. The teacher was in his first semester of teaching, having previously served the program as an educational assistant. He demonstrated considerable ability and rapport with the students.

In the advanced skills class, students first read a selection handed out by the teacher. The remainder of the class was devoted to the teacher's questions about the reading and the students' responses. English was used by both teacher and students. Again, the students were involved and willing participants.

In the other skills class, only English was used as students reviewed expressions from a story they had read. The teacher for this class was also new but was clearly doing something he enjoyed and was quickly developing skills in classroom management and pedagogy. The students were engaged and cooperative.

In an interview, an E.S.L. teacher mentioned a problem resulting from the Aspira Consent Decree's stricture that before LEP students can be mainstreamed into regular English classes (including remedial classes), they must score above the twenty-first percentile on the LAB test. A number of her students had finished all five levels of E.S.L. classes

but did not score above the twenty-first percentile and thus had to repeat the final E.S.L. class. That led to boredom for the students and frustration for the teacher, who asserted that the students were qualified to take the remedial classes and got no benefit from repeating the E.S.L. course.

In summary, although some students clearly are having difficulty passing the LAB test at levels required by the Consent Decree for mainstreaming, the program offers a full range of E.S.L. classes for its students, has good teachers in the classrooms, and is making progress toward the realization of its E.S.L. objective.

Student Achievement in E.S.L.

The assessment instrument used to evaluate achievement in this area was the Criterion Referenced English Syntax Test (CREST).* The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while level 3 measures mastery of 15 skills.

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels pretest score, and posttest score) were available for 54 percent in the fall and 60 percent in the spring.

The program objectives were met both semesters. In the fall semester, students acquired an average of one CREST objective per month. The achievement rate during the spring semester was 1.8 CREST objectives per month.

TABLE 4

Results of the Criterion Referenced English Syntax Test

| Test Level | Number of Students | Pretest Mean | Pretest S.D. | Posttest Mean | Posttest S.D. | Mastery Mean | Mastery S.D. | Mean Mastery Per Month |
|---|---|---|---|---|---|---|---|---|
| | | | | FALL | | | | |
| 1 | 36 | 6.5 | 3.6 | 13.3 | 5.7 | 2.4 | 0.6 | 1.0 |
| 2 | 55 | 8.9 | 6.2 | 12.9 | 6.6 | 2.5 | 0.3 | 1.1 |
| 3 | 25 | 7.6 | 3.0 | 11.9 | 2.4 | 2.6 | 0.2 | 1.0 |
| TOTAL | 116 | 7.9 | 5.0 | 12.8 | 5.7 | 2.5 | 0.4 | 1.0 |
| | | | | SPRING | | | | |
| 1 | 18 | 6.3 | 3.8 | 12.5 | 6.8 | 6.2 | 4.2 | 2.2 |
| 2 | 77 | 7.3 | 5.1 | 12.9 | 5.7 | 5.6 | 3.5 | 2.0 |
| 3 | 34 | 9.8 | 3.4 | 13.0 | 1.9 | 3.2 | 2.0 | 1.1 |
| TOTAL | 129 | 7.8 | 4.7 | 12.9 | 5.1 | 5.0 | 3.5 | 1.8 |

- The program objective of mastering an average of one CREST objective per month for Level 1 and 2 students was met both semesters.
- The objective of mastering 0.8 CREST objectives per month was met by Level 3 students both semesters.

Objective 2: To significantly improve the awareness in American culture for 70 percent of the target students as measured by a grade of 65 percent on teacher-prepared final examinations for the O.L.A. (orientation to life in America) curriculum.

The O.L.A. curriculum was reviewed extensively in last year's evaluation report and is not reexamined here. One component not reviewed last year, related to career awareness, is discussed under Objective 4. It can be noted here that the O.L.A curriculum is coordinated with important holidays and with the program newsletter and other events. The program-sponsored excursion this year, as noted, was to Philadelphia, an historically important U.S. city.

Student Performance in O.L.A. Courses

Of the 46 students reported in fall O.L.A. classes, 78 percent received a passing grade. In the spring, of the 70 students taking these courses, 71 percent received a passing grade. As the overall passing rate was 74 percent, the program objective was achieved.

Objective 3: To significantly improve the study skills and problem-solving abilities of 70 percent of the target students as measured by a passing grade of 65 percent on teacher-made final examinations for the study skills curriculum for third-semester E.S.L. students.

An example of this effort was seen in one of the skills classes. The aim was to identify and remember important aspects of a passage read in class. The teacher pointed out ways to identify critical points and called on students to do so. In the process, aspects of story structure and paragraph organization were stressed.

## Performance of Third-Semester E.S.L. Students on Study Skills Curriculum

Of the 73 students reported as third-semester E.S.L. students, 62 percent received a passing grade on the study skills curriculum in the fall. Of the 71 students enrolled in the spring, 70 percent received a passing grade. The program objective was achieved in the spring semester only.

Objective 4: To significantly improve the career awareness and decision-making process of 70 percent of the target students as measured by a passing grade of 65 percent on teacher-made final examinations for the career curriculum of fourth-semester E.S.L. students.

To assess progress on this objective, a review of the career-related curriculum in an E.S.L. class was undertaken. It was evident that efforts were made to inform students of college and occupation information resources and to clarify work interests. Materials were taken from several sources and appeared to be relevant to the curriculum objectives, appropriate in level, and integrated with the wider language, problem-solving, and decision-making objectives of the class.

Performance of Fourth-Semester E.S.L. Students on Career Curriculum

Of the 65 students enrolled in fourth semester E.S.L. courses, 74 percent received passing grades. Of the 106 students enrolled in the spring, 82 percent passed. The overall passing rate was 79 percent. The program objective was achieved both semesters.

Objective 5: To significantly improve the achievement in Spanish language and reading skills in the target students as measured by pretest and posttest administration of the Prueba de Lectura, Pruebas Cooperativas Interamericanas.

In coordination with the foreign language department, the program offered five levels of Spanish. There were two classes at the first beginning level, one class at the second beginning level, two classes at the first intermediate level, one class at the second intermediate level, and one advanced class. All program students took Spanish courses; the specific class depended on the student's abilities. These classes included only Title VII students, who already had oral Spanish skills; less skilled non-program students took other sections of these courses. While a majority of the students were taking beginning and intermediate level courses, 39 were in the advanced class and 34 in the second intermediate level course during the fall semester. In the spring, an additional level of advanced Spanish enrolled 27 students, and 34 were registered for the first level of advanced Spanish.

The program director said that it was difficult to find appropriate materials for these classes, especially the more advanced ones, since most textbooks and other instructional materials were prepared for non-native Spanish speakers. The staff and teachers were working on developing as well as finding useful materials.

## Student Achievement in Native Language Arts

The assessment instruments used to measure gains in reading and writing in Spanish was the Prueba de Lectura,* Level 3, Forms C and D.

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in fall and spring. Because the publishers recommend local norms, and programs do out-of-level testing, the analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 5. Complete data on both tests were available for 184 (77.6 percent) program students.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 5 reveals that students made significant gains in Spanish language achievement ($p<.01$). Thus, the program objective in this area was met.

TABLE 5

Results of the Prueba de Lectura

| Test Level | Number of Students | Pretest Mean | Pretest S.D. | Posttest Mean | Posttest S.D. | Gain Mean | Gain S.D. | Proportion Making Gains |
|---|---|---|---|---|---|---|---|---|
| 3 | 184 | 60.4 | 16.9 | 64.0 | 17.2 | 3.6** | 2.9 | .92 |

**statistically significant at the .01 level.

•Students showed significant pretest to posttest gains, thus meeting the program objective.

Objective 6: To significantly improve the achievement in content areas of instruction (mathematics, social studies, science) in at least 70 percent of the target students as measured by a passing grade of 65 percent on school-wide examinations and, where appropriate, citywide, or regents tests translated into Spanish.

In cooperation with the relevant departments, Title VII students were offered three levels of mathematics fundamentals; the first two used about 10 percent English and the third about 80 percent English. Integrated math (introduction to algebra and geometry) was also offered; Spanish was used about 90 percent of the time in this course.

Most students (104) were enrolled in the first level of the fundamentals course in the fall; 28, 39, and 23 students, respectively, were enrolled in the higher levels and the integrated math class. Spring classes enrolled 67, 43, 36, and 29 students, respectively. The teacher, who was from Puerto Rico, was bilingual, experienced, and highly competent. She said that the content of the math courses followed that used in mainstream classes.

Other content-area courses offered during the fall semester were American history, global history, psychology, and general science. Spanish was used about 75 percent of the time in the history and psychology classes, and only English was used in the science course. All science and social studies courses followed the New York State curricula.

In the spring, American history, global history, economics, and biology were offered, along with a repeat of the general science course. Enrollments in these courses were, respectively, 78 (two sections), 62

(three sections), 69 (two sections), 21, and 38. English was used about 25 percent of the time in the economics classes and 50 percent in the biology class. Language use for the other courses remained as described for the fall offerings.

Student Achievement in Mathematics, Science and Social Studies

Table 6 presents the passing rates for program students in content-area courses in the fall and spring. Overall, the program objective was met with an overall passing rate of 71.3. In mathematics, students' achievement was below the proposed criterion level, suggesting that the objective in this area might be unrealistic for these students, the majority of whom are enrolled in fundamental math courses.

TABLE 6

Passing Rates for Content-Area Subjects

| | Fall | | Spring | | |
|---|---|---|---|---|---|
| Content - Area | Number of Students | Percent Passing | Number of Students | Percent Passing | Overall Passing Rate |
| Mathematics[a] | 181 | 63.5 | 213 | 63.3 | 63.5 |
| Social Studies | 179 | 74.8 | 190 | 82.1 | 78.5 |
| Science | 65 | 87.6 | 85 | 63.5 | 74.0 |
| TOTOAL | | 71.9 | | 70.7 | 71.3 |

[a] Most students were enrolled in fundamental math courses.

•Overall, the objective was met.

Objective 7: Program students' attendance rate will surpass the schoolwide attendance rate.

Since the school's attendance rate includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 88.97 percent, approximately 19.06 percentage points above the schoolwide attendance rate (69.91 percent). The z-test results ($z=6.39$) indicated that the difference in attendance rates is statistically significant ($p<.01$). The program objective was thus met.

Objective 8: At least 20 percent of the parents of participating students will have shown interest in the project by having attended meetings and/or responded to correspondence, questionnaires, or conferences with school personnel.

The achievement of this goal is doubtful. One indirect measure of the degree to which it was being met was provided by the staff when they discussed their efforts to correspond with parents of students who had failed two or more courses during the first spring grading period. The evaluation team was told that about half the program's 275 students were in this category, but only about 20 parents responded to the request to contact the office regarding their child's performance.

---

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

Objective 9: At least 20 percent of the parents of participating students will have participated in workshops and/or classes in English and techniques of study skills.

The program staff held monthly meetings for parental orientation. In addition, there were two awards presentations, organized and presided over by program staff. The program director stated that no English classes were offered to parents this year.

Objective 10: At least 50 percent of the bilingual teachers and staff will participate in training by means of taking college courses.

According to the project director, 27 teachers and staff members were involved in the program this year. Twelve took college courses for credit during the fall and spring semesters, a total of 13 courses for 45 credits. Thus, the percentage of participating teachers and staff members fell just under that specified in the objective.

It should be noted that the college provision in Title VII helped make possible the preparation for teaching of one educational assistant. He completed the baccalaureate degree and began regular teaching as a temporary per diem employee in the spring of 1985. A Hispanic from the school's neighborhood, he provides a good role model for program students.

Objective 11: At least 75 percent of bilingual teachers and staff will participate in training by means of workshops and/or in-service training sessions.

Regular monthly foreign language department meetings led by the department A.P. were attended by Title VII staff and E.S.L. and native language arts teachers. Monthly Title VII staff meetings were held by the program director. Semisemesterly workshops for staff and teachers were held in bilingual social studies, mathematics, and science, and once each semester a foreign language teachers' workshop was held.

Program staff members participated in a variety of out-of-school activities, including several technical assistance workshops sponsored by the Office of Bilingual Education of the New York City Board of Education and the State Education Department and conferences on Careers in Bilingual Education, Hispanic Influences in the United States, and Perspectives on Bilingualism.

From data provided by the program director, it appears that 23 of the 27 teachers and staff members attended these in-school and out-of-school activities -- a proportion larger than that specified in the objective.

## V. LONG-RANGE OBJECTIVES

While it is too early to formally evaluate the degree to which the program has met its long-range (three-year) objectives, it is not inappropriate at this time to assess the rate of progress being made.

Objective 1: Number of Students Served

In the first year, the program served about 230 students; in this second year, about 275. The program proposed to serve a total of approximately 825, and thus about 320 will have to be served in the final year if the program is to meet this objective.

Objective 2: Improvement of English Language Skills

While there is clear evidence that the program is offering courses that provide students with the opportunity to learn enough English for mainstreaming, data to assess progress in mainstreaming have not been provided. The program director reported that mainstreaming was taking place, and a number of the students interviewed mentioned that they had been partly mainstreamed.

Objective 3: Curricula and Resource Development for Study Skills and Career Development

As noted in the first year's evalution report, the O.L.A. curriculum helps meet this objective. In addition, the career development curricula examined this year provides good evidence of progress toward this objective.

Objective 4: Development of American History and Culture Program

This objective is being met by field trips, modules in the American history classes, newsletter materials, assemblies, and special events. The effect of these activities and materials on the self-concept of participating students cannot be determined on the basis of information made available to the evaluation team, but it is clear that the opportunities are being provided.

Objective 5: Improvement of Spanish Language Skills

Several levels of Spanish language courses are being offered to help students improve their Spanish skills. The addition in the spring of a second level of advanced Spanish demonstrates continuing efforts in line with this objective.

Objective 6: Career Awareness

The career awareness curriculum examined for this year's evaluation provides evidence of efforts to enhance the students' sense of their occupational alternatives, especially in light of their bilingualism. Whether students are developing the awareness sought by the staff cannot be determined at this point.

Objective 7: Mathematics, Science, and Social Studies Skills

The framework for achieving this objective is provided by the bilingual courses offered in each of these areas. The relevance of the study skills curriculum in enhancing student performance in these areas is a complex question that cannot be directly assessed with the available evidence.

Objective 8: Awareness of Content Areas' Relevance to Careers

No direct evidence is available to assess the progress toward this goal. The degree to which the mathematics, science, and social science curricula contain occupationally relevant components was not determined.

Objective 9: College and Job Placement of Program Graduates

Although reference was made by program staff members and the bilingual guidance counselor to the colleges attended by graduates, no systematic data were available on drop-outs, college admissions, or employment rates among program participants. The increased emphasis being placed this year on academic achievement, however, should bode well for the attainment of this goal.

Objectives 10 and 11: Parental Involvement and Information

Although there is good evidence that attempts have been made to stimulate parental involvement, participation rates remain disappointingly low, according to program staff. That is consistent, however, with parental participation in other programs serving low-income, non-English-speaking families.

Information on the program, high school graduation requirements, and career opportunities has been disseminated to parents at program-sponsored workshops and conferences conducted in Spanish, and through letters mailed to students' homes. It is unlikely, however, that all parents are fully informed; such a goal may not be achievable.

Objective 12: Staff Training

As documented above, the program is clearly meeting this goal.

## VI. CONCLUSIONS AND RECOMMENDATIONS

This program has been implemented as proposed, and it benefits from an excellent cadre of staff and teachers. It is strongly supported by the supervising A.P. and the principal, has a good reputation among other members of the faculty, and provides important testing and advisory services to the school. It appears to be on its way to meeting many of the short- and long-range objectives specified in the proposal. Data analysis shows that the program was highly successful in promoting student achievement in English, native language, content areas, and elective courses. Staff members seem flexible and willing to alter their policies based on experience so as to improve ability to meet the objectives they have set for themselves. They are serving one of the most disadvantaged student groups to be found in this country, and they are doing it well.

On the basis of observations, interviews, and a review of documents made available for this evaluation, the following recommendations and suggestions are offered:

1. As noted last year, time for teachers to meet with each other and program staff is limited. As their efforts to enhance the academic performance of participating students increase, such meetings become critical. It is recommended that the staff seek permission from the A.P.s of the various content areas to allow teachers serving the program to attend program meetings instead of, or in addition to, the regular monthly department meetings.

2. Program staff members should continue to consider ways to communicate

strongly to students that good performance will have real payoffs in future educational and occupational opportunities. There are excellent higher educational opportunities for these students if they do well in high school.

3. The program's efforts to increase its emphasis on academic achievement and to reinforce its high expectations of students are to be lauded and should be maintained.

4. The program staff followed up on last year's recommendations to visit other Title VII and bilingual programs in the city and to consider forming a graduates' association. Continued efforts in these directions are encouraged.